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ABSTRACT

"The Community Junior College" is a graduate education course designed to give an understanding of the junior college program and to provide insights into some of its problems. The junior college's role and position in the total educational system is emphasized. Six units cover historical development, foundations, structure, program, personnel, and development trends. Following each unit outline is a set of objectives, as well as questions for study and discussion, selected references, and supplemental readings. (MS)

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THE COMMUNITY JUNIOR COLLEGE
EDUCATION 616

SCHOOL OF EDUCATION
DEPARTMENT OF ADMINISTRATION
AND SCHOOL SERVICES

KANSAS STATE COLLEGE OF PITTSBURG

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JC 700 063

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 5 1970

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

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General Information

Title: The Community Junior College

Number: Education 616

Credit: Three semester hours (graduate)

Prerequisite: Graduate standing

Description: This course is planned for those who wish to obtain an understanding of the nature of the community junior college program and to gain some insight into some of the problems connected with its establishment and continuous development. Emphasis is given to the study of the peculiar function of the community junior college, to its organization, to its program, and to an examination of its place in the total educational system.

Examinations: At the present time we have four examinations planned. These examinations are scheduled as follows:

A. Unit examinations (three). Taken after completion of units (1-2), (3-4), and (5-6).

B. Final examination. Taken during the last session.

Type - Unit examinations are objective. Final examination will be objective and essay.

Comments on the Course and Special Assignments

This course includes six (6) units; each unit is subdivided into sections or topics. Units and sub-topics are as follows:

Part I - The Community Junior College Movement
Historical Development

A. National
B. State
C. Local

Part II - The Community Junior College Foundations
Foundations

A. Philosophical Bases
B. Purposes, Aims, Objectives
C. Characteristics (General)

Part III - The Community Junior College Structure
Organization

A. Legislation
B. Financing
C. Types of Colleges and Characteristics
D. Internal and External Control
E. Facilities Planning

Part IV - The Community Junior College Program
Curriculum

A. Counseling and Guidance
B. Occupational Education
   1. Vocational
   2. Technical
   3. Semi-Professional
C. Community Services
   1. Cultural and Recreational
   2. Continuing Education
D. General Education
E. Removal of Educational Deficiencies
F. College-University Parallel
G. College Activities

Instruction

A. Media
B. Methodology

Accreditation

A. State
B. Regional

Part V - The Community Junior College Personnel
Students

A. Characteristics
B. Programs of Student Personnel Services

Faculty

A. Characteristics
B. Organization
C. Activities

Administration

A. Characteristics
B. Organization
C. Activities

Trustees

A. Characteristics
B. Organization
C. Activities

Part VI - Trends in Community Junior College Development
Trends

A. Philosophy
B. Curriculum
C. Design (Campus - Facilities)
D. Local, State, National, International

Following each unit outline is a set of objectives, a number of questions for study and discussion, a set of selected references, and a few supplemental readings.

The objectives are stated in terms of student behavior. Following is a sample objective:

> Given a list of innovative teaching practices, the student will identify at least five that have particular application to community junior college teaching. Time: 5 minutes (100).

Conditions for performance, unless otherwise stated, will be under usual examination conditions. Dates for examinations will be established during class sessions. The number in parenthesis following each listed objective refers to the degree of accuracy deemed necessary for minimal achievement in that objective.

Instructional media to be used will include: readings, lectures, discussions, transparencies, films, drawings, and others as appropriate. During the time allotted for class meetings, the instructor may lecture, guide discussion groups, or utilize the time for laboratory experience. The instructor may invite guests or bring in aids which he finds to be of help to students.

Special Assignments:

I. Each student, at the end of the course, will have turned in reading reports on twelve (12) periodical articles. These readings should be selected from articles that pertain to some feature of each of our basic units (two from each unit). The report should be no more than two pages in length; it should contain the following: (a) author (b) title (c) periodical, page number, issue (month, day, year, volume) (d) brief outline of the main idea or ideas covered in the article.

In addition: Each student is to write a paper (not more than five pages which identifies characteristics and gives source of information) on one of the following:

A. Programs of Innovation in Teaching
Identify five. Give characteristics and application to your teaching assignment.

B. Challenges Facing the Community Junior College
Identify five. Give characteristics and implications for continued community junior college development.

Criteria for Written Work

A. All assignments must be typewritten or in ink.

B. Double-space and write on one side of the paper.

C. Allow adequate margins of one inch on each side, top and bottom of the paper.

D. Indent the first word of each paragraph five spaces (one-half inch).

E. On the first page of your assignment, in the upper right-hand corner, write:

Your last name, your first name
My name: (Dr. Parker)
Date Due

F. Write the title of your assignment, centered and one to two inches down from the top of the first page.

G. Number your pages, beginning with page 2, in the upper right-hand corner.

H. Staple the pages in the upper left-hand corner if there are two or more pages to your assignment.

General References

The following will be of value throughout the course:

Blocker, Clyde E. (et al), The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

Fields, Ralph R., The Community College Movement. New York, New York: McGraw-Hill Book Company, 1962.

Flint, Jack M.; F. Floyd Herr; and Carl L. Heinrich, The Kansas Junior College: Fifty Years of Progress. Topeka: State Department of Public Instruction, 1968.

Gleazer, Edmund J., Jr., This is the Community College. Boston: Houghton-Mifflin Company, 1968.

_____ (ed.), American Junior Colleges, 7th edition. Washington, D.C.: American Council on Education, 1967.

Hillway, Tyrus, The American Two-Year College. New York: Harper & Brothers Publishers, 1958.

Medsker, Leland L., The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960.

Thornton, James W., Jr., The Community Junior College. New York: John Wiley and Sons, Inc., 1966.

The student should also read as many articles as possible pertaining to the course topics. These articles will be found in various issues of the Junior College Journal, a publication of the American Association of Junior Colleges. Other publications will frequently have articles concerning various aspects of the community junior college.

Part I - The Community Junior College Movement

The poor man is not he who is without a cent, but he who is without a dream. (Harry Kemp)

The eagle was once nothing but an egg; but what would we know about the nature, the meaning, the possibilities of that egg had we never seen the eagle soaring in splendor against the sky? (Unknown)

With a beginning well back in the middle of the nineteenth century, the community junior college is essentially a phenomenon of the twentieth century. It is America's fastest growing segment of public education.

The emergence of the community junior college as an established element of the American system of education provides an excellent study of the historical development of institutions. The student of the community junior college movement should understand the historical development of this unique institution.

Historical Development

A. National
B. State
C. Local

Objectives

Goal: The student should know the major factors in American society that have contributed to the development of the junior college movement. He should know the individuals that have been instrumental in providing national, regional, state, and local leadership. He should know the major stages of development and methods of establishing these institutions. He should know the differences and similarities of urban and rural community colleges.

Objectives:

1. He will select from a list of statements those which best define the (a) "Junior College", and (b) "Community Junior College". (100)

2. He will identify three major currents in American education that have contributed to the development of the junior college. (75)

3. He will identify those socio-political positions which have contributed the most to junior college development. (80)

4. Out-of-Class, he will write a paper of 150-250 words describing four socio-economic factors which have contributed to the rapid growth in junior colleges. Paper to include an identification of the factor and why the factor was instrumental in this development. (100)

5. He will identify four methods used in establishing junior colleges. (80)

6. He will identify at least three major stages of junior college development. (75)

7. He will identify arguments for and against the four-year junior college concept. (75)

8. He will identify those individuals (national-regional-state) who have been instrumental in the development of the junior college. (75)

9. He will identify the total number of colleges currently in operation (a) National (b) State (criteria of numbers to be established in class). (75)

10. He will identify the organization which provides leadership for junior colleges on a national level. (100)

11. He will identify the two chief executive officers of the American Association of Junior Colleges. (75)

12. He will identify at least four publications of the American Association of Junior Colleges. (75)

13. He will identify (name and location) of each public and private junior college within this state. (80)

14. He will identify and discuss differences and similarities of urban and rural junior colleges. Differences and similarities in (a) student population (b) staff personnel (c) curriculum (d) facilities and (e) financing. (75)

Study Questions

1. What do we mean by the term "junior college"? "two-year college"? "community college"?

2. How do socio-political forces affect the development of community junior colleges?

3. Three major currents in the development of our American system of education have contributed to the development of junior colleges. What are these factors?

4. What are some socio-economic factors that have contributed to the development of these institutions?

5. Can you identify four methods used in the establishment of junior colleges?

6. What method was used in the establishment of most of Kansas' junior colleges?

7. What is now the most commonly used method in establishing community junior colleges? National and State?

8. What are at least three major stages in the development of junior colleges? Hillway identifies four periods. What are they?

9. Why did the four-year junior college concept not continue as the major form of the junior college?

10. Certain leaders have contributed to the development of thejunior college idea. Some were university, college, or junior college administrators. Some were state and regional leaders. Identify as many national, regional, or state leaders as you can.

11. How many junior colleges are there according to the latest issue of the AAJC Directory? Public? Private?

12. How many junior colleges are there in this state? Public? Private?

13. What is the historical background of the American Association of Junior Colleges? Where and when was the association formed? Who are the two chief executive officers? What are the major publications of the association?

14. Are the majority of junior colleges located in urban or rural environments?

15. How do urban junior colleges differ from rural colleges in regard to size, student population, organization, size of staff, curriculum, facilities, and financing?

Selected References

1. Blocker, 1965, Chapters 1 and 2
2. Fields, 1962, Chapters 1 and 2
3. Flint, 1968, Chapters 1 and 2
4. Gleazer, 1968, Chapters 1 and 2
5. Hillway, 1958, Chapters 1 and 2
6. Medsker, 1960, Chapter 1
7. Thornton, 1966, Chapters 2 and 3

Supplemental Readings

American Association of Junior Colleges Directory

An Introduction to American Junior Colleges. Washington, D.C.: AAJC, 1967.

Yarrington, Roger (ed.), Junior Colleges: 50 States/50 Years. Washington, D.C.: AAJC, 1969.

Junior Colleges: 20 States. Washington, D.C.: AAJC, 1966.

Hughes, Rees H. (Ch.), Community Junior Colleges: Report of the Advisory Committee on Junior Colleges. Topeka: Kansas Legislative Council, 1964, Chapter 2.

Stoops, John A. (ed.), The Community College in Higher Education. Bethlehem, Pa.: Lehigh University, 1966, Ch. 1, p. 9.

Menefee, Selden and Jack Orcutt, Focus on Action. Program with Developing Institutions, AAJC, 1969, Ch. I.

Part II - The Community Junior College Foundations

Man's actions are the picture book of his creeds. (Emerson)

The line of the distant and the difficult is deceptive. The great opportunity is where you are. (John Burroughs)

As an integral part of the entire American educational enterprise, the community junior colleges share many common philosophical principles. Individual colleges and the movement as a whole have maintained a high degree of flexibility. The movement is characterized by a willingness to recognize and to provide for new educational needs.

The student of the community junior college movement should understand the principles underlying its development, the functions, aims, and purposes of this institution.

Foundations

A. Philosophical Bases
B. Purposes, Aims, Objectives
C. Characteristics of the Colleges

Objectives

Goal: The student should know the basic philosophical principles on which the junior colleges are founded. He should know the aims, purposes, and functions of these institutions. He should know the characteristics which establish the uniqueness of these institutions.

Objectives:

1. He will identify at least five basic principles underlying junior college development. (80)

2. Out-of-Class, he will write a paper of 75-100 words in which he (a) identifies and (b) describes three philosophical assumptions upon which junior colleges have developed. (100)

3. He will identify and be prepared to discuss at least four strong social pressures for educational reforms that have contributed to junior college development. (75)

4. He will identify two basic opposing views concerning the nature and purposes of higher education in America. (80)

5. He will identify four definitions of junior college functions. These definitions are to be based upon early (1920-1930) concepts concerning the function of the junior college. (80)

6. He will identify six currently accepted purposes of the junior college. (80)

7. He will identify three major barriers to educational opportunity. (80)

8. He will identify five basic functions for community junior colleges as presented in the state plan. (80)

9. He will identify five fundamental characteristics of the community junior college. (80)

10. He will identify the six characteristics which identify the comprehensive community junior college. (80)

11. He will identify four concepts in the meaning of the community junior college being a community-centered institution. (80)

Study Questions

1. There seems to be two opposing views concerning the nature and purposes of higher education in America. Some writers have identified these positions as (a) rationalist and (b) realist. What is the basic difference between the two positions?

2. What are some of the basic principles underlying the development of the community junior college? Do you agree with these principles? If not, with which ones do you disagree? Why?

3. How would you classify the admissions policies of the typical community junior college?

4. Frank W. Thomas identified what he considered to be four proper functions of junior colleges. These were published in 1927. What are these functions?

5. What is meant by philosophical assumptions? How have philosophical assumptions affected the development of junior colleges?

6. Barriers to educational opportunity exist. Identify three of these barriers. Which barrier is most frequently mentioned as a cause for not attending college? Which factor might be the most significant?

7. What are currently accepted purposes of junior colleges?

8. What function might be the most significant? Why?

9. What characteristics distinguish the community junior college as a unique institution?

10. Comprehensiveness depends upon the total program of the junior college. What are the characteristics of the comprehensive junior college?

Selected References

1. Fields, 1962, Chapters 2 and 3
2. Flint, 1968, Chapters 1 and 2
3. Gleazer, 1968, Chapters 1 and 2
4. Hillway, 1958, Chapters 1 and 3
5. Medsker, 1960, Chapter 1
6. Thornton, 1966, Chapters 1, 3, and 5

Supplemental Readings

People/Purposes/Programs. Washington, D.C.: AAJC, 1967.

Hughes, Rees H. (Ch.), Community Junior Colleges: Report of the Advisory Committee on Junior Colleges. Topeka: Kansas Legislative Council, 1964, Chapter 1.

Many Things To Many People, Washington, D.C.: AAJC, 1966.

Part III - The Community Junior College Structure

There are parts of a ship which taken by themselves would sink. The engine would sink. The propeller would sink. But when the parts of the ship are built together, they float. (Ralph Sockman)

Community junior colleges have developed in response to local influences and are now operating under a wide range of legal provisions.

The patterns of internal and external control, patterns of financial support, and patterns of facilities development for community junior colleges vary both among the different states and among colleges within states. The student should be aware of the variety of resources available to provide the educational programs needed, and of the need for continued interest in adequate finances for the community junior colleges.

Knowledge of the various types of junior colleges, laws under which these colleges operate, and provisions for operating them should be known and understood by the student of the community junior college movement.

Organization

A. Legislation
B. Financing
C. Types
D. Internal and External Control
E. Facilities Planning

Objectives

Goal: The student should understand the legal provision under which community junior colleges have developed nationally and within the state. He should know the types of junior colleges, and he should be able to discuss the purposes and characteristics of each. He should understand the wide range of individuals, groups, and agencies exercising internal and external control on the junior college.

Objective:

1. He will identify those states that were early leaders in passing legislation concerning the junior college. (75)

2. He will identify and discuss those basic state legislative acts concerning junior colleges that were enacted prior to 1965. (80)

3. He will identify at least two significant state legislative acts concerning junior colleges that have been enacted since 1964. (100)

4. He will identify at least one significant national legislative act which has provided financial assistance to junior colleges. (100)

5. He will identify the basic provisions of the legislative act, known in the state as the "community junior college act". (75)

6. He will identify those sources from which the junior college obtains funds for (a) operations and (b) buildings. (75)

7. He will identify and discuss (a) taxing authority for junior college operations, (b) mill levies according to assessed valuation, (c) tuition rates, (d) state aid and how determined. (75)

8. He will identify the classification of junior colleges as used by the American Assoçiation of Junior Colleges. (75)

9. Out-of-Class, he will write a paper of 300-400 words descriptive of four types of two-year colleges. Paper is to include: (a) Name, by type (b) Purposes (c) Characteristics of each. (100)

10. He will identify those groups and agencies (public and professional) that exercise deagrees of internal and external control over the junior college. (75)

11. He will identify five essential elements which must be present for the junior colleges to make effectual adaptations to meet changing societal needs. (75)

12. He will identify seven common methods used to influence decision-making in a social context. (75)

13. He will identify at least five steps in planning and development of a permanent campus. (80)

14. He will identify at least three methods of involving personnel in planning college facilities: Personnel to include (a) faculty (b) students (c) trustees (d) patrons. (80)

Study Questions

1. What states were the early leaders in the development of junior colleges? What states have joined these early leaders as current leaders?

2. What are the basic provisions of state law as they relate to the organization and financing of junior colleges?

3. From what sources do we finance our state public community junior colleges?

4. What are the arguments for and against support by tuition, local tax, State, Federal funds?

5. What are the major sources of funds for capital expenditures? Is this the national pattern?

6. What is the current system of classification of junior colleges used by the American Association of Junior Colleges?

7. What is the current classification of our state system?

8. What are the basic purposes and characteristics of each of the following two-year colleges? (a) public community college (b) technical institute (c) private junior college (d) university extension centers

9. What constitutes community power structures? Do all communities have such opinion-molders?

10. Propaganda techniques are used by all groups trying to influence community decision-making. What are the common propaganda techniques?

11. What are some steps that could be used to help in involving personnel in the developing of the college campus?

12. Should college facilities be developed for current or future programs? Why? Why not?

Selected References

1. Blocker, Chapters 2, 3, and 4
2. Fields, Chapters 2 and 3
3. Flint, Chapters 1, 2, 3, and 4
4. Hillway, Chapter 10
5. Medsker, Chapter
6. Thornton, Chapters 6, 7, and 8

Supplemental Readings

Morrison, D.G. and S.V. Martorana, Criteria for the Establishment of Two-Year Colleges. Washington, D.C.: U.S. Office of Education, 1961.

Hughes, Rees H. (Ch.), Community Junior Colleges: Report of the Advisory Committee on Junior Colleges. Topeka: Kansas Legislative Council, 1964, Appendix B.

Morrison, D.V. and C.F. Witherspoon, Procedures for the Establishment of Public Two-Year Colleges. Washington, D.C.: U.S. Office of Education, 1966.

Johnson, B. Lamar, Starting A Community Junior College. Washington, D.C.: AAJC, 1964.

_____. Establishing Junior Colleges, Occasional Report No. 5, UCLA College Leadership Program, Los Angeles, 1964.

Yarrington, Roger, Junior Colleges: 20 States. AAJC, 1966.

_____. Junior Colleges: 50 States/50 Years. AAJC, 1969.

Giles, Frederic T., "Guidelines for Providing Plant and Facilities for a New Junior College", p. 54 in Establishing Junior Colleges. Occasional Report #5, UCLA Leadership Program, Los Angeles: School of Education, University of California, 1964.

Skagg, Kenneth G., "Providing Plant and Facilities at Clearwater Campus of St. Petersburg Junior College", pp. 61-87 of above report.

Richardson, Richard C., Jr., The Interim Campus. Washington, D.C.: AAJC, 1968.

The Area Community College: Why A Master Plan? Perkins and Will Partnership, Architects, Chicago, 1967.

Collins, Charles C., Premises: Planning Student Personnel Facilities. Washington, D.C.: AAJC, 1967.

Chase, William W. and others, Basic Planning Guide for Vocational and Technical Education Facilities. Washington, D.C.: Department of Health, Education, and Welfare, 1966.

McClurkin, W.D., School Building Planning. New York: The Macmillan Company, 1964.

Burke, Arvid J. and Wallace H. Strevell, Administration of the School Building Program. New York: McGraw-Hill Book Company, Inc., 1959.

Boles, Harold, Step by Step to Better School Facilities. New York: Holt, Rinehart and Winston, 1965.

Sumption, Merle R. and Jack L. Landes, Planning Functional School Buildings. New York: Harper & Brothers, Publishers, 1957.

Stoops, John A., The Community College In Higher Education. Lehigh University, 1966, Chapters 2 and 21.

Reed, Bob H., A Primer For Planners. AAJC, 1967.

Castaldi, Basil, Creative Planning of Educational Facilities. Chicago: Rand McNally & Company, 1969.

Department of Architecture, Rice University, Ten Designs/Community Colleges. Houston, Texas: The University, 1962.

Morrison, D.G., "Planning Community Junior College Buildings", Higher Education. 14:57-59; December, 1957.

Planning College Union Facilities for Multiple Use. Madison, Wisconsin: Association of College Unions - International, 1966.

The Assocation, The College Facilities Thing. Washington, D.C.: AAJC, 1968.

Mayhew, Lewis B., Planners & Planning. Stanford University: The Community College Planning Center, 1967.

A Study on Studying: A Report from the Community College Planning Center on Student Study Facilities. Stanford University: The Community College Planning Center, 1968.

Part IV - The Community Junior College Program

The great difficulty in education is to get experience out of ideas. (George Santayona)

Every piece of marble has a statue in it waiting to be released by a man of sufficient skill to chip away the unnecessary parts. Just as the sculptor is to the marble, so is education to the soul. It releases it. For only educated men are free men. You cannot create a statue by smashing the marble with a hammer, and you cannot by force of arms release the spirit or the soul of man. (Confucius)

The vehicle for developing the potentialities of each student in the community junior college is the curriculum. As the main moving force within the community junior college, the curriculum includes a complex of organized courses and programs. The diversity of the student body imposes a need for an equally diverse educational program.

Guiding the learner to and through learning experiences depends on how the individual instructor perceives his role. The interaction of students and teachers in the learning process can be facilitated by appropriate instruction media and methodology.

Many groups interact with the community junior college in developing the total educational program. State and regional accrediting associations influence the quality and quantity of educational offerings. Although regional groups are voluntary, they do exert some control over the educational program.

Program

A. The Curriculum

1. Counseling and Guidance Programs
2. Occupational Education
   a. Vocational
   b. Technical
   c. Semi-professional
3. Community Services
   a. Cultural and Recreational
   b. Continuing Education
4. General Education
5. Removal of Educational Deficiencies
6. College-University Parallel
7. College Activities

B. Instruction

1. Media
2. Methodology

C. Accreditation

1. State
2. Regional

Objectives

Goal: The student will understand the process of curriculum development, factors affecting curriculum development, scope of the educational program, and purpose of the educational program. He will understand the interaction of learner, teacher, media, and methodology in making learning more meaningful. He will know the need for and methods of achieving state and regional accreditation of the college program.

Objectives:

1. Outside-of-Class, he will write a paper of 150-250 words descriptive of two aspects of curriculum development in the junior college. The paper is to include techniques used in (a) determining the scope of the curriculum, and (b) maintaining the quality of instruction. (100)

2. Given a list of stages in development of an educational program he will (1) arrange terms in order and (2) design a diagram depicting these stages in the development of an educational program. (100)

3. Given a list of curriculum determinants he will identify the nature of the determinant. (80)

4. Given a list of influences on curriculum change he will rank the influences according to his determination of their influence. (100)

5. He will identify and give the characteristic of at least four educational programs typically offered by the junior college. (25 words or less for each program) (100)

6. Given a list of college divisions and a list of courses, he will note the division in which each course will usually be placed. (75)

7. He will identify the purpose of the junior college guidance program. (80)

8. He will identify three major areas of guidance service sought by students. (80)

9. He will identify at least five resources available to counselors for information concerning occupational information. (80)

10. He will identify the two essential steps necessary in initiating occupational education curriculums. (100)

11. He will identify definitions of occupational education technology: (a) terminal education (b) vocational (c) technical (d) semi-professional. (75)

12. He will discuss the role of lay advisory committees in developing and maintaining occupational programs. (100)

13. He will rank occupational programs by (1) current popularity and (2) indications of developing popularity. (80)

14. He will identify a definition of community service programs. (100)

15. He will identify four objectives of the program of community services. (80)

16. He will discuss aims of the general education program. (100)

17. He will identify programs designed to aid in removing educational deficiencies. (80)

18. He will identify the scope of the college-university transfer program. (80)

19. He will identify at least three programs of student (college) activities. (100)

20. Given a list of media for instruction, he will Outside-of-Class, write a paper in outline form. The paper is to include (a) definition for media (b) illustration (c) most useful and appropriate application of each media. (100)

21. He will identify and define audiolutorial learning. (100)

22. Given a list of principles of learning, he will match given definitions of general principle with the major principle. (100)

23. He will identify the difference between a generalized goal and specific instructional objectives. (100)

24. He will identify the criteria for a specific objective. (100)

25. He will identify three stages in the planning of a course. (100)

26. Outside-of-Class, he will read thoroughly the (1) evaluation guide for accreditation of junior colleges prepared by the state, and (2) the evaluation guide for accreditation prepared by the regional association. (100)

27. He will identify the regional accrediting association in which his college is located. (100)

Study Questions

1. What is meant by the term "curriculum"?

2. What influences do each of the following have on curriculum development? (a) liberal philosophy (b) conservative philosophy (c) extra-institutional influence (d) intra-institutional influence (e) administrative influences.

3. What do we usually find in the grouping of course offerings? What terminology is generally used?

4. What are some factors that must be given consideration in determining the scope of the curriculum?

5. Do advisory committees serve an important function in helping to determine curriculum? What areas do you feel they would be of most value? Why?

6. What is meant by occupational education? Is there a major difference between (a) vocational, (b) technical and (c) semi-professional? What?

7. Of all community junior college offerings, which still receives the greatest attention? Should it? Why or why not?

8. Which of the curriculums offers the least opportunity for experimentation? Why?

9. What is meant by the term "general education"? Is it possible to develop a specific curriculum for this function? Why or why not?

10. What are some of the occupational courses one is most likely to find offered?

11. What are some conditions that must exist if vocational education is to be developed?

12. What are some items to be considered in initiating a technical program?

13. Can the college accept as one of its goals, the remedying of educational deficiencies? Why or why not?

14. Some authorities claim that the best service junior colleges can perform for their students is a program of post-secondary education and a strong program of guidance and counseling. Do you agree? Disagree? Why?

15. How can the instructor organize his course so that the student will be able to assume more responsibility for his own learning?

16. Why are community-service programs accepted as a part of the college program? What types of programs should be included?

17. The total curriculum of the community junior college is likely to cover how many areas? Which areas are most difficult to implement; which are most easily implemented? Why?

18. What are the types of student activity programs one is likely to find in the junior college?

19. What is the function of student activity programs?

20. What is the rationale, purpose, and procedure of junior college counseling services?

21. Of all claims made by the community junior college, which one do educational leaders claim we are failing with the most? Why?

22. What are the six regional accrediting associations? Name and purpose?

23. Do all community junior colleges have to be state accredited? Regionally accredited?

24. Of what value to the college is regional accreditation? To the student? To the community?

25. What association are we located in?

26. What are some of the possible routes toward accreditation available to the community college?

27. What is meant by the term audiotutorial learning? Computer-assisted instruction? Dial-access system?

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Part V - The Community Junior College Personnel

The right man in the right place at the right time doing the right thing in the right way. (Unknown)

I am not a teacher, but an awakener. (Frost)

Men are wise in proportion not to their experience but to their capacity for experience. (Shaw)

The ages, abilities, and purposes of community junior college students vary widely. Without a clear, factual, and unbiased understanding of its students, the community junior college function cannot be completely understood. Understanding the characteristics of the student is prerequisite to the formulation of realistic expectations concerning the college and its educational programs. As Ralph Waldo Emerson has stated, "The secret of education lies in respecting the pupil".

The role of the teaching faculty is crucial in the accomplishment of community junior college goals. There must be sufficient numbers of qualified instructors available or the purposes of the institution cannot be achieved. Understanding the role of the faculty in developing a comprehensive educational program is essential for the student of the community junior college movement.

It is the task of the administrative staff to provide an organization where leadership, planning, coordination, financing, housekeeping, supervision, and evaluation help the teaching faculty carry out the fundamental job of the college - instructing students.

The administrative task can best be accomplished where clear policies exist. The board of trustees should determine policy, the administrative staff and faculty should implement policy. The student of the community college movement should understand the organization of the college's governing board and its administrative staff.

Personnel

A. Students
    1. Characteristics
    2. Student Personnel Services

B. Instructors
    1. Characteristics
    2. Activities
    3. Attitudes
    4. Participation in college development

C. Administration
    1. Trustees
        a. Characteristics
        b. How elected - Organization
        c. Duties - Functions

2. Administrators
   a. Characteristics
   b. Positions
   c. Organization
   d. Duties - Functions

Objectives

Goal: The student will know the characteristics of the personnel most directly involved in the program of the community junior college. He will know the implications for educational programs of the characteristics of students, both "college age" and "adult". He will know the activities, attitudes, roles, and contributions of faculty, administration, and governing boards.

Objectives:

1. Outside-of-Class, he will write a paper of 150-300 words descriptive of the student he would expect to find enrolled in one of his courses. Paper is to include: education, socio-economic backgrounds, and reason given for attending the local college. (100)

2. He will identify seven distinctive characteristics of the adult learner. (75)

3. He will, from a given list, select five student personnel services found in the junior college, and in 25 words or less for each, describe these services. (80)

4. He will identify the three groups of students one would expect to find enrolled in the junior college. (80)

5. He will discuss assumed differences in the characteristics of students coming from (a) rural (b) urban areas. (80)

6. He will supply three descriptions which illustrate the essential differences between the work of the university-college faculty and the community junior college faculty. (100)

7. He will identify three basic descriptions of "teacher types", give their characteristics, and indicate the implications that these types hold for student achievement. (100) (This objective to be attained through class discussions.)

8. He will discuss the role of the faculty in (a) professional organizations (b) institutional policies and (c) curriculum development. (100)

9. He will discuss methods and techniques currently being used and those suggested as methods for measuring faculty performance. (100)

10. He will discuss the implications of faculty rank in community junior colleges. Discussion concerned with (a) current practices (b) trends (c) reason for and against (d) who initiated the practice. (80)

11. He will identify the general characteristics of junior college administrators. (75)

12. He will identify at least five instructional related tasks of administration. (80)

13. Outside-of-Class, he will diagram the functional levels of administration in the junior college. (100)

14. He will identify (a) methods of selecting (b) length of term in office and (c) number of members for local governing boards. (80)

15. He will identify six basic duties of junior college governing boards. (80)

16. He will identify seven suitable areas for policy making by the governing board. (75)

Study Questions

1. What one word would you think would be most descriptive of the admission policies of community colleges? Why?

2. Why is knowledge of student characteristics essential to realistically-developed instructional goals?

3. What are some barriers which prevent many persons from having the same educational opportunities as others?

4. Should community colleges retain the "open door" policy? Should it impose selective admission policies?

5. Should the community college attempt to develop more comprehensive educational programs to serve the needs of its community? Why?

6. How can the college adopt its program to the wide differences in abilities, motivations, and ages of its students?

7. How is college attendance influenced by the location of college opportunities? Are more students likely to go to college if a community college is available? Why or why not?

8. How can the community college attract and hold qualified faculty members? Where are they coming from?

9. Should a community college faculty member understand and accept the college's purposes and functions? Why or why not?

10. What are the general attitudes of community college faculty toward working in the college? Toward students? Toward acceptance by colleagues and the community?

11. How do perceptions of the community college by faculty, students, and community affect the functioning of the college as an educational institution?

12. What is the role of the board of trustees in the community college development? The faculty? The student? The administration?

13. What is the role of the above organizations in administration of the college program?

14. Can the community college retain internal flexibility of programs and administration in the face of increasing size and complexity?

15. What are the policies and procedures necessary for the orderly control and functioning of the college, and by whom should they be developed?

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3. Gleazer, 1968, Chapter 6
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Part VI - Trends in Community Junior College Development

We should all be concerned about the future because we will have to spend the rest of our lives there. (Charles F. Kettering)

The community junior college is more and more emerging as the most compelling element in mankind's educational endeavors. Not only is the development of the community junior college a local, state, and national movement, but it has international dimensions as well.

The community junior college has become a viable entry point into the mainstream of education; however, students, parents, communities, and many educators do not understand this development and still have a rather narrow view of the institution and its purposes.

The community junior college, to accomplish its objectives, must implement change in philosophy, curriculum, and design. It must continue and broaden its contribution to educational opportunity, and be continuously on guard against those who would limit its contribution.

Trends In

A. Philosophy
B. Curriculum
C. National, State, Local Control
D. International
E. Design (Campus - Facilities)
F. Instruction

Objectives

Goal: The student should know current trends concerning the future of the community junior college. Trends in development of new programs, control, design, finance, and philosophy. He should understand the national, internation, state, and local trends.

Objectives:

1. He will identify trends in regard to philosophy. Issues such as educational role, "open door" policy, types of programs. (80)

2. He will identify at least four proposed organizational patterns for new curriculums. (80)

3. He will identify at least eight innovative happenings in the junior college. (80)

4. He will identify at least five countries, other than the U.S., in which junior colleges have or are being developed. (80)

5. He will discuss at least three recommendations concerning the reconstruction of the community college. (80)

6. He will identify at least three proposed instructional patterns most likely to be used more frequently in the future. (80)

7. He will identify the national and state trend in regard to more or less local/state involvement in the junior college programs. (80)

8. He will discuss various proposals concerning campus and facilities design in the future. (100)

9. He will identify proposed trends in financing, and role of community junior college education in higher education. (100)

10. He will recognize trends in the preparation of community junior college personnel. (pre- and in-service). (75)

Study Questions

1. Can there be a differentiation of the missions of the various kinds of two-year colleges?

2. What problems do "restricted" and "unrestricted" admissions create for students, instructors, administrators, and the public at large?

3. What are some forces working against the "open-door" policy of the junior college?

4. What educational program should receive the greatest degree of attention in the junior college? Why?

5. Is the salvage, re-direction or custodial function of the college changing? If not, should it?

6. What is meant by "innovations"?

7. Are all those techniques now being mentioned as innovations of recent origin?

8. Has the community junior college gone international? Do you know which county has been a leader in this international development?

9. What has been the trend nationally in (a) number of colleges (b) enrollment? What about in state?

10. Is it possible to reorganize instructional patterns to make learning more meaningful? What are some obstacles to overcome?

11. Media (instructional aids) are best used as instruments for direct teaching. Is this correct? Are they put to better use as teaching aids? Why? Can they be used as both?

12. Can the community college, under its current organizational pattern, meet the needs of all students? Should the pattern be changed? How? What shape should it take?

13. If the community junior college is to become truly a community institution, what do some authorities see that must be changed?

14. Should the student "pay" for his education?

15. What is currently happening in regard to instructional improvements?

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